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ABSTRACT

The National Writing Project (NWP) believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America. The specific goals of the National Writing Project are: to improve student writing and learning in kindergarten through university classrooms; to extend the uses of writing in all disciplines; to provide schools, colleges, and universities with an effective professional development model; and to identify, celebrate, and enhance the professional role of successful classroom teachers. This NWP annual report is divided into the following sections: Because Writing Matters; Serving Local Communities in Fifty States; Supporting Teacher Learning; Building Programs and Leadership in Local Schools; Creating National Opportunities; Map of NWP Sites; Data at a Glance; Providing Professional Resources for Educators; Improving Student Achievement; Advancing Reform in Education; Financial Statements; Board of Directors and Senior Staff; and Evaluator's Statement. (NKA)

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MISSION STATEMENT

The mission of the National Writing Project is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity – our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

The goals of the National Writing Project are:

- to improve student writing and learning in kindergarten through university classrooms
- to extend the uses of writing in all disciplines
- to provide schools, colleges, and universities with an effective professional development model
- to identify, celebrate, and enhance the professional role of successful classroom teachers.

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CONTENTS

Because writing matters 1

Serving local communities in fifty states 3

Supporting teacher learning 5

Building programs and leadership in local schools 7

Creating national opportunities 9

Map of NWP sites 10

Data at a glance 13

Providing professional resources for educators 14

Improving student achievement 17

Advancing reform in education 19

Financial statements 20

Board of directors and senior staff 22

Evaluator's statement 23

DEAR FRIENDS OF THE NATIONAL WRITING PROJECT

The past year was an excellent one for the National Writing Project. With the increase in federal funding, local writing project sites were able to expand and strengthen their work in communities across the country. The increase in funding also supported the development of new writing project sites as well as new opportunities for existing sites to participate in networks focused on specific educational issues. Our mission and the thousands of teachers who participate in our professional development remain as important as ever.

Indeed, the work of the National Writing Project is expanding to meet the needs of both teachers and students in the information age. We have initiated new programs that link the teaching of writing to reading comprehension and the strategies that are necessary for both. We are reaching out to new teachers who need content strategies for writing instruction and support for the first difficult years in the profession. Finally, we are conducting more research with outside partners to help us better understand classroom and school approaches that are most effective and why.

Fall 2003 will begin the thirtieth anniversary year of the National Writing Project and the first writing project site, the Bay Area Writing Project. It is a time to both celebrate our accomplishments and commit to new challenges – providing a writing project site within reach of every teacher in the country and making writing the cornerstone of every child's education. Only when we are able to bring the power of writing to all teachers and students can the promise of the National Writing Project be realized.

Daniel Boggan, Jr.
Chairman of the Board

Richard Sterling
Executive Director

BECAUSE WRITING MATTERS

In this new century, a high level of literacy is essential, not only for earning a living, but for participating fully in our society. Literacy is, in fact, a basic civil right.

In particular, writing matters. Writing is the gateway to success in school. It helps students learn to read, to solve problems, and to understand concepts in every part of the curriculum.

Writing is also the currency of the new workplace and global economy where often it has to be produced instantly as well as precisely. Yet writing is not a skill that can be learned on the spot when a job demands it. Writing is complex and challenging, even for the most accomplished writers.

> *Effective writing skills are important in all stages of life from early education to future employment. In the business world, as well as in school, students must convey complex ideas and information in a clear, succinct manner. Inadequate writing skills, therefore, could inhibit achievement across the curriculum and in future careers, while proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others.*

The Condition of Education
1998 National Center for Education Statistics
U.S. Department of Education

To build a nation of writers, writing must have a central place in the school curriculum.

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THE NATIONAL WRITING PROJECT IS AT WORK ACROSS AMERICA

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SERVING LOCAL COMMUNITIES IN FIFTY STATES

For more than a quarter century, the NWP has made improving the quality of writing and learning in our nation's schools its central mission. The project began twenty-nine years ago at the University of California, Berkeley. As a local program, it provided teachers in the San Francisco Bay Area with high-quality professional development in the teaching of writing. Within months of its inauguration, the writing project received requests from across the country to help establish other local university-school partnerships modeled on the Bay Area design.

Year after year, new writing project sites grow up in communities across America. In each case, the new sites look to the national network – for the professional development model, for continuing resources and research, for technical assistance, and for national programs that help sites respond locally to critical issues in literacy. In each case, sites also become contributors to a national network, the only one in the country to focus on writing.

Every year, the National Writing Project supports the growth of new university-school partnerships with the goal of having a site within reach of every teacher in America.

In 2002, the National Writing Project numbered 175 sites in 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

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SERVING LOCAL COMMUNITIES

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by SUPPORTING TEACHER LEARNING

The National Writing Project teachers-teaching-teachers model begins with an annual four- to five-week summer institute conducted at each local writing project site for twenty to twenty-five exemplary teachers. These teachers, in turn, become the leaders of academic-year programs for their colleagues, programs such as inservice workshops, school partnerships, classroom coaching, and study groups.

Writing project programs provide research-based strategies that promote high achievement for all students. The NWP recognizes that because America's students have a range of talents and needs, teachers require more than an afternoon of professional development or a notebook of teaching ideas.

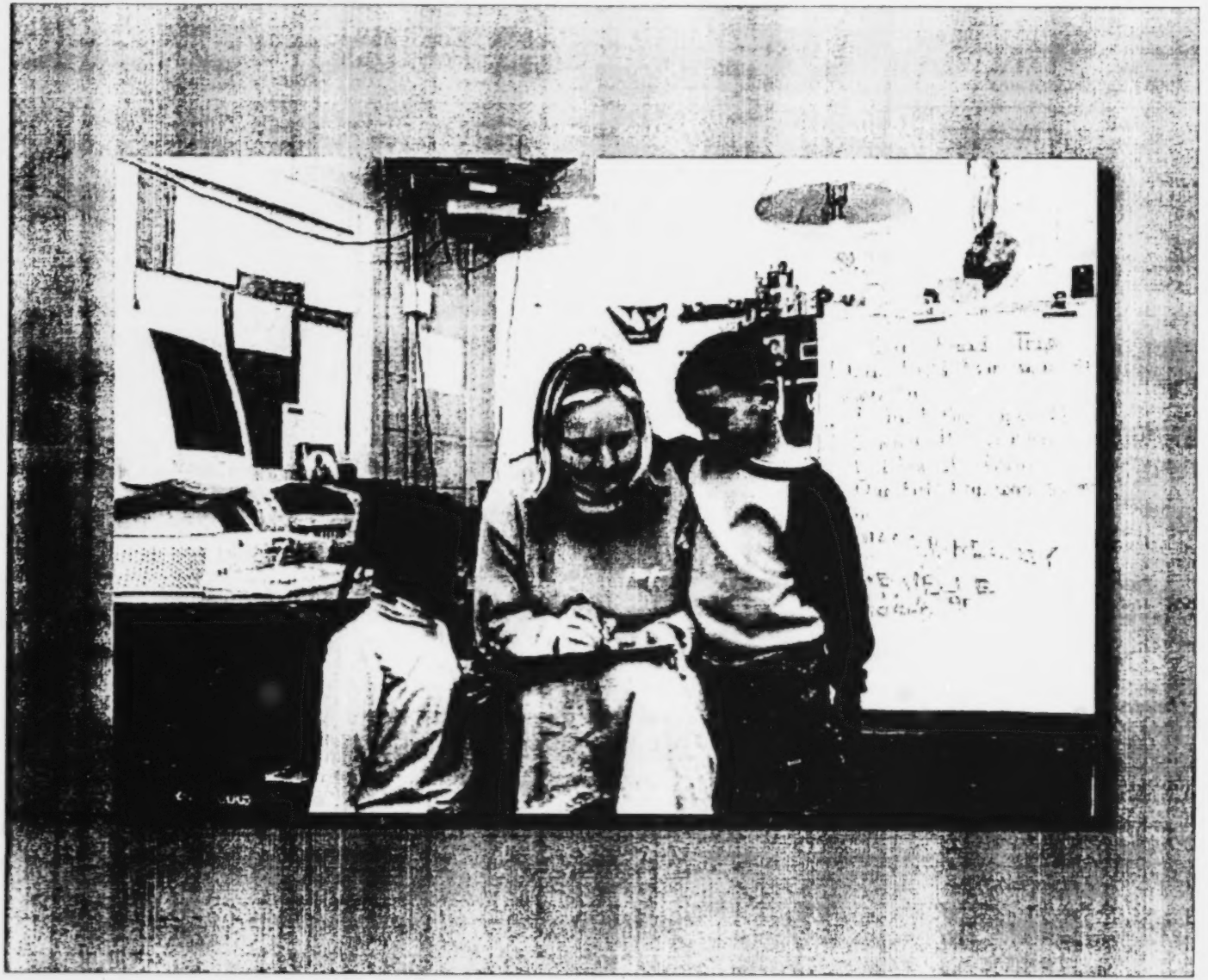
Last year, writing project teacher-participants spent 1.8 million hours in more than 6,000 programs developed and conducted by local sites.

Teachers in the NWP learn from practice - the practice of writing and the practice of teaching.

Ann Lieberman & Diane R. Wood
Inside the National Writing Project

10 BEST COPY AVAILABLE

SERVING LOCAL COMMUNITIES



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by

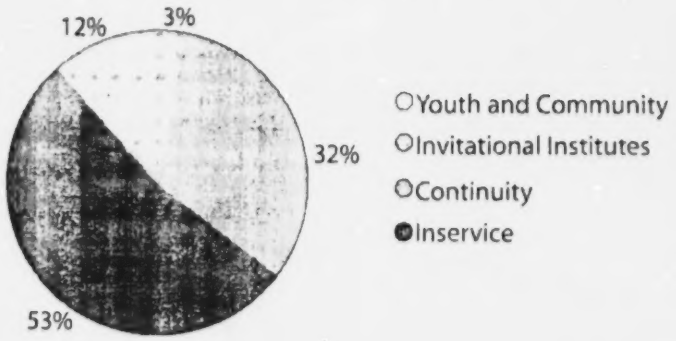
BUILDING PROGRAMS AND LEADERSHIP IN LOCAL SCHOOLS

The National Writing Project serves schools in two ways: with programs and with leadership development. In 2002, local writing project teacher-leaders worked in 2,783 schools across the country.

In addition, the writing project conducts its program and leadership work in a broad range of schools – from small rural schools to those in large urban communities. In 2002, writing project sites also conducted 226 partnerships with schools across the country.

The content of NWP school programs is aimed at improving student achievement in writing. To that end, participating teachers learn strategies for helping their students write for different purposes and audiences, for using writing in connection with reading and with other subject areas, and for assessing writing. They learn techniques for teaching writing to special populations of students. The writing project works with administrators and faculty members at each school to make clear what content will give students the most support.

NWP Programs and Leadership Opportunities
as percentage of all programs offered



School partnerships may incorporate all four program types.

SERVING LOCAL COMMUNITIES

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by CREATING NATIONAL OPPORTUNITIES

Networks

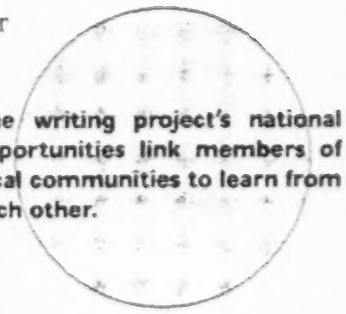
The National Writing Project sponsors cross-site networks that focus on particular challenges and practices. Project Outreach Network, for example, invites sites to work on the task of providing high-quality, relevant programs in poverty areas. The Urban Sites Network develops methods for fostering teacher leadership at sites in some of the nation's largest urban school districts. The Rural Sites Network designs innovative projects that address the strengths and challenges of teaching and learning in rural areas. Other networks focus on the work of teaching writing to English language learners and on the work of teacher inquiry communities.

National Programs

The National Writing Project conducts two annual professional meetings for all sites, attended in 2002 by over 1,000 teachers and directors. In addition, NWP offers an array of opportunities, such as the annual directors retreat, professional writing retreats, special-interest conferences, multimedia projects, publishing opportunities, and teacher exchanges. Web-based events – such as the Authors and Issues Online Conference, now in its fourth year – bring together teachers who might not be able to travel to meetings, providing them with valuable resources.

Smithsonian Partnership

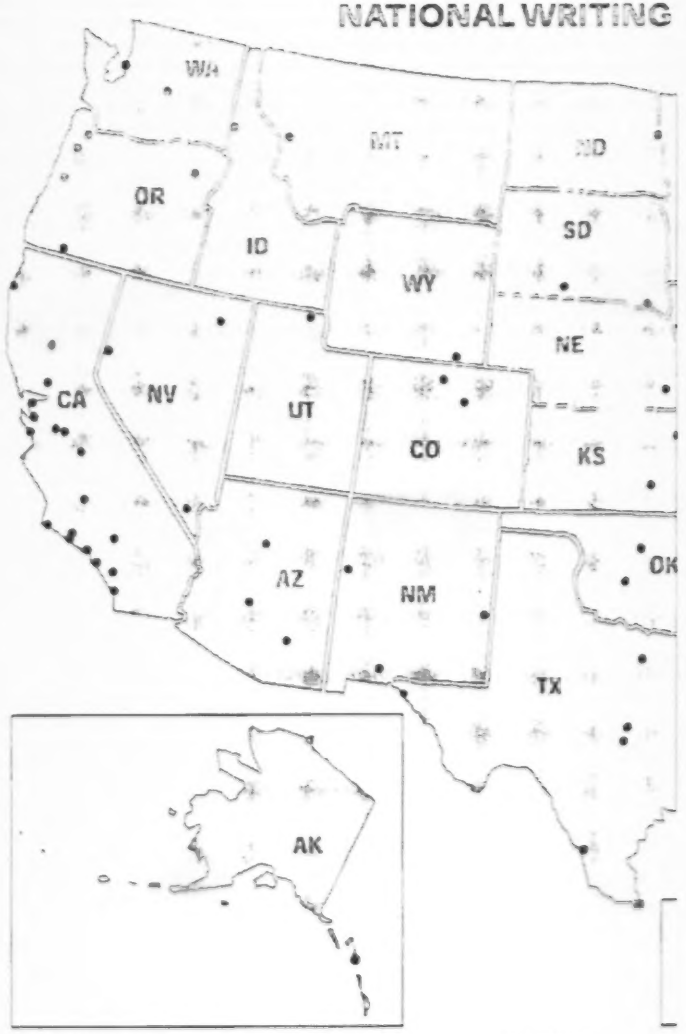
The NWP has begun a partnership with the Smithsonian Center for Education and Museum Studies. In 2002, writing project leaders provided workshops and materials at five Smithsonian Teacher Night events across the country. In turn, the Smithsonian offers classroom resources and a museum experience to teachers at the annual NWP Spring Meeting in Washington, D.C.



The writing project's national opportunities link members of local communities to learn from each other.

14 BEST COPY AVAILABLE

NATIONAL WRITING



ALABAMA
- Auburn
- Huntsville (Normal)
- Jacksonville
- Mobile
- Troy
- Tuscaloosa

ALASKA
- Juneau

ARIZONA
- Flagstaff
- Tempe
- Tucson

ARKANSAS
- Conway
- Fayetteville
- Little Rock

CALIFORNIA
- Arcata
- Bakersfield
- Berkeley
- Chico
- Davis
- Fresno
- Irvine
- Long Beach
- Los Angeles (2)
- Merced
- Riverside
- San Diego (La Jolla)
- San Jose
- San Marcos
- Santa Barbara
- Santa Cruz
- Turlock

COLORADO
- Denver
- Fort Collins

CONNECTICUT
- Fairfield
- Storrs

DELAWARE
- Newark

DISTRICT OF COLUMBIA

FLORIDA
- Fort Myers
- Jacksonville
- North Miami Beach
- Tampa

GEORGIA
- Americus
- Athens
- Atlanta
- Kennesaw
- Savannah
- Statesboro
- Valdosta

HAWAII
- Honolulu

IDAHO
- Moscow

ILLINOIS
- Chicago (2)
- Normal

INDIANA
- Fort Wayne
- Hammond
- Indianapolis
- Muncie
- New Albany

IOWA
- Cedar Rapids
- Davenport

KANSAS
- Manhattan
- Wichita

KENTUCKY
- Bowling Green
- Hazard
- Lexington
- Louisville
- Morehead
- Murray
- Richmond

LOUISIANA
- Baton Rouge
- Hammond
- Lafayette
- Monroe
- New Orleans

MAINE
- Orono

MARYLAND
- Baltimore
- Salisbury

MASSACHUSETTS
- Amherst
- Boston
- North Dartmouth
- Worcester

MICHIGAN
- Ann Arbor
- Big Rapids
- East Lansing
- Grand Rapids (Allendale)
- Kalamazoo
- Marquette
- Rochester
- Saginaw Valley
- Ypsilanti

MINNESOTA
- Minneapolis

MISSISSIPPI
- Cleveland
- Hattiesburg
- Itta Bena
- Long Beach
- Lorman

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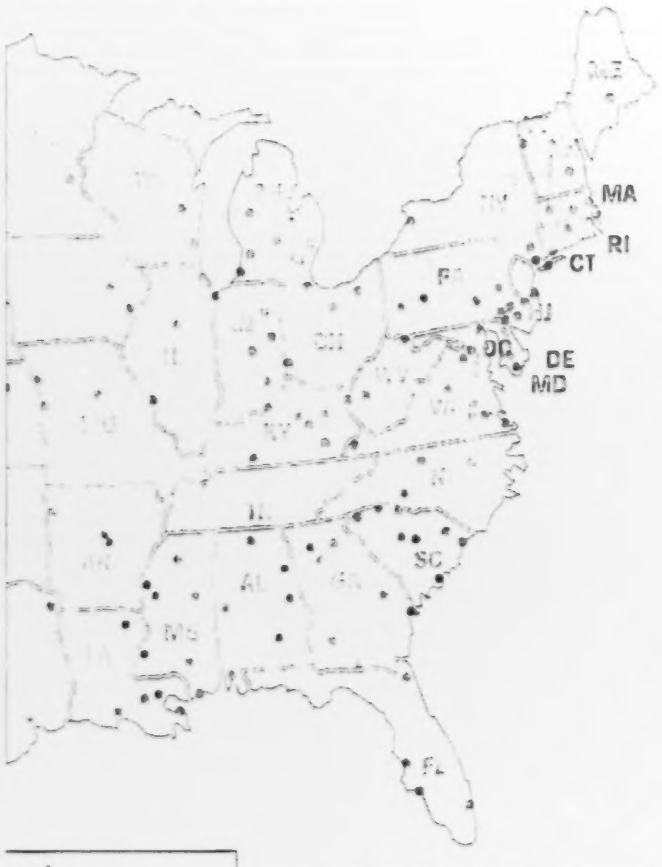
PROJECT SITES 2002



Oxford
Starkville

MISSOURI
Columbia
Kansas City
St. Joseph
St. Louis

MONTANA
Missoula

NEBRASKA
Lincoln

NEVADA
Elko
Las Vegas
Reno

NEW HAMPSHIRE
Plymouth

NEW JERSEY
Camden (Glassboro)
New Brunswick
Trenton (Lawrenceville)

NEW MEXICO
Gallup
Las Cruces
Roswell

NEW YORK
Buffalo
Long Island (Garden City)
New York City
New Paltz

NORTH CAROLINA
Charlotte
Raleigh
Winston-Salem

NORTH DAKOTA
Grand Forks

OHIO
Kent
Mansfield
Oxford
Toledo

OKLAHOMA
Norman
Stillwater

OREGON
Ashland
Eugene
La Grande
Portland
Salem

PENNSYLVANIA
Allentown (Fogelsville)
Harrisburg (Middletown)
Indiana
Philadelphia
Pittsburgh
West Chester

PUERTO RICO
San Juan

RHODE ISLAND
Providence

SOUTH CAROLINA
Charleston
Clemson
Columbia
Conway
Florence
Rock Hill
Spartanburg
Sumter

SOUTH DAKOTA
Mission
Vermillion

TENNESSEE
Martin

TEXAS
Austin
Brownsville
Dallas (Denton)
El Paso
Houston
Laredo
San Marcos
Texarkana

UTAH
Logan

VERMONT
Burlington

VIRGIN ISLANDS
St. Thomas

VIRGINIA
Arlington (Fairfax)
Charlottesville
Norfolk
Petersburg
Richmond
Williamsburg
Wise

WASHINGTON
Ellensburg
Seattle

WEST VIRGINIA
Huntington
Morgantown
South Charleston

WISCONSIN
Oshkosh
Milwaukee

WYOMING
Laramie

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SERVING LOCAL COMMUNITIES

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2001-2002 DATA AT A GLANCE[1]

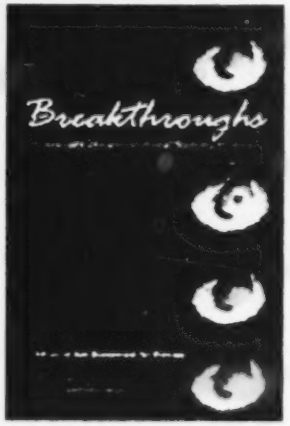
Number of writing project sites	175
Number of states with writing project sites (plus D.C., Puerto Rico, and U.S. Virgin Islands)	50
Number of educators[2] served by sites	136,171
Number of hours educators spent in programs conducted by writing project sites	1.8 million
Number of all participants[3] served by sites	199,047
Number of hours all participants spent in programs conducted by writing project sites	2.6 million
Total number of programs conducted by sites	6,114
Number of teacher-leaders conducting programs at sites	12,458
Average number of dollars raised by local sites for every $1 of NWP federal funding received	$4.62

[1] Data source: Inverness Research Associates, Inverness, CA
[2] Educators include teachers, administrators, and preservice teachers
[3] Includes educators plus students and parents

PROVIDING PROFESSIONAL RESOURCES FOR EDUCATORS

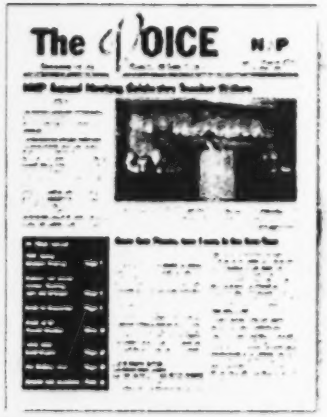
Print and online resources give educators from every corner of the country a chance to learn from each other without ever leaving home.

BREAKTHROUGHS, a new anthology of some of the best articles published in NWP's journal, **The Quarterly**, over the last five years, showcases stories of classroom practice from twenty-eight elementary through college-level writing project teachers.



RURAL VOICES RADIO is NWP's series of audio productions featuring students and teachers reading original poems, stories, and essays about the places they call home. The latest CD features Kentucky, Nevada, North Dakota, and Texas.

THE VOICE, the print newsletter of the NWP, provides the latest news about events and opportunities for teachers throughout the network.



THE QUARTERLY is the NWP's professional journal, written by teachers about their classroom experiences and strategies for teaching writing to students from kindergarten through university.

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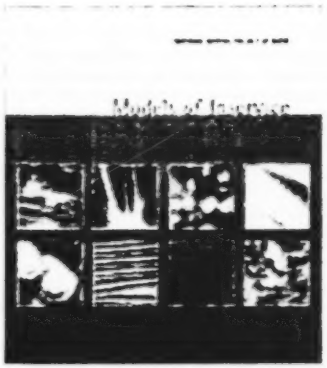
NATIONAL WRITING PROJECT AT WORK, the writing project's monograph series written by local teachers, illustrates the responsiveness of sites to the needs of their individual communities and offers others in the network information about innovative writing project programs.



E-VOICE, the writing project's electronic newsletter, offers late-breaking news and announcements and connects teachers to the latest online resources.

The NWP website, **WWW.WRITINGPROJECT.ORG**, hosts a growing online community, NWP Interactive, where teachers from all grade levels and every corner of the country can log in to discussion groups about the teaching of writing.

E-ANTHOLOGY is the writing project's interactive summer journal, an online forum open to teachers in summer institutes at every site in the network. E-Anthology gives teachers the chance to post their writing for peer review, share classroom strategies and resources, and converse about their summer institute experiences.

20 BEST COPY AVAILABLE

SERVING LOCAL COMMUNITIES

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by IMPROVING STUDENT ACHIEVEMENT

A three-year study by the Academy for Educational Development (AED)[1] shows that students benefit when their teachers participate in the writing project. Thirty-six third and fourth grade writing project teachers and more than 1,900 students in Pennsylvania, Oklahoma, Mississippi, Kentucky, and California participated in the study, with 83 percent of students at schools classified as "low socioeconomic status."[2] All participating teachers had attended a writing project summer institute and were actively involved at their local writing project sites.

In response to timed writing prompts given in the fall and spring, 82 percent of third-graders and 85 percent of fourth-graders reached adequate or strong achievement for effectiveness in persuasive writing by their second assessment.[3] The percentage of students reaching strong achievement more than doubled from baseline to follow-up, and the percentage showing only limited achievement dropped by nearly one-third. By their second assessment, most third-graders (72 percent) and fourth-graders (78 percent) also demonstrated general or clear control of the writing conventions of usage, mechanics, and spelling. Although there were some differences in achievement between subgroups, similar improvements were shown by students from diverse racial and ethnic backgrounds, English language learners, students from classrooms with high percentages of free-lunch eligibility, and both males and females.

[1] Academy for Educational Development. 2002. *National Writing Project Final Evaluation Report.* New York: Academy for Educational Development.

[2] Low socioeconomic status is defined by at least 50 percent of students eligible for free or reduced-price lunch.

[3] Data here are from year three of the study, 2001-2002. Findings from all three years revealed similar trends.

The percentage of students reaching strong achievement more than doubled from baseline to follow-up, and the percentage showing only limited achievement dropped by nearly one-third.

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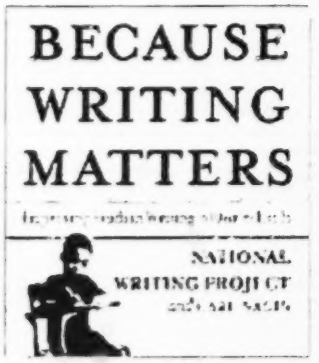
by **ADVANCING REFORM IN EDUCATION**

Because Writing Matters

Today, more than ever, those responsible for developing effective school writing programs need support and information. The National Writing Project has produced the first book for policymakers, school administrators, teachers, and parents that brings together current research and exemplary classroom practice. *Because Writing Matters: Improving Student Writing in Our Schools* gives decision makers and others concerned with education reform a much needed foundation for improving the teaching of writing and learning in our nation's schools.



Because Teachers Matter

The National Writing Project, with the support of private foundations, is designing new programs to meet the needs of today's teachers. The **New Teacher Initiative**, with partial funding from the W. Clement and Jessie V. Stone Foundation, currently supports nine local writing project sites in developing programs for new teachers in high-needs urban schools. The **Teacher Leadership Study**, with partial funding from the Rockefeller Foundation, will document the roles writing project leaders play in national, state, and local reform efforts – efforts that depend on highly skilled teachers for their success. The **NWP Reading Initiative**, funded in part by the Carnegie Corporation, will involve teachers in a three-year effort to improve reading comprehension in grades four through twelve.

With sites in all 50 states, the National Writing Project is well positioned to address challenging issues in education.

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AL WRITING PROJECT STATEMENT OF FINANCIAL POSITION
YEAR ENDED SEPTEMBER 30, 2002

ASSETS		
Cash and cash equivalents	$	918,643
Accounts receivable		13,399
Grant receivable		700,000
Prepaid expenses		56,765
Furniture and equipment, net		279,322
TOTAL ASSETS	**$**	**1,968,129**
LIABILITIES		
Accounts payable	$	417,727
Accrued expense		50,368
TOTAL LIABILITIES	**$**	**468,095**
NET ASSETS		
Unrestricted	$	1,445,509
Temporarily restricted		54,525
	$	**1,500,034**
TOTAL LIABILITIES AND NET ASSETS	**$**	**1,968,129**

NATIONAL WRITING PROJECT STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2002

	UNRESTRICTED	TEMPORARILY RESTRICTED	TOTAL
REVENUES AND OTHER SUPPORT			
Federal assistance	$ 10,000,000	$ -	$ 10,000,000
Contributions	47,638	272,523	320,161
Publications	45,488	-	45,488
Interest income	19,179	-	19,179
Net assets released from restrictions:			-
Satisfaction of program restrictions	252,998	(252,998)	
TOTAL REVENUES AND OTHER SUPPORT	**$ 10,365,303**	**$ 19,525**	**$ 10,384,828**
EXPENSES			
Program services			
Writing project developments	$ 9,179,156	$ -	$ 9,179,156
Supporting services			
Management and general	984,489	-	984,489
TOTAL EXPENSES	**$ 10,163,645**	**$ -**	**$ 10,163,645**
CHANGE IN NET ASSETS	$ 201,658	$ 19,525	$ 221,183
NET ASSETS AT BEGINNING OF YEAR	**$ 1,243,851**	**$ 35,000**	**$ 1,278,851**
NET ASSETS AT END OF YEAR	**$ 1,445,509**	**$ 54,525**	**$ 1,500,034**

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AL WRITING PROJECT STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED SEPTEMBER 30, 2002

	PROGRAM SERVICES	MANAGEMENT AND GENERAL	TOTAL
Site support grants	$ 4,685,440	$ -	$ 4,685,440
Personnel	1,679,325	308,149	1,987,474
Professional services	1,545,227	33,469	1,578,696
Conferences	508,411	-	508,411
Travel	525,385	16,714	542,099
Facility costs	-	288,687	288,687
Publications	151,360	18	151,378
Supplies	7,284	90,491	97,775
Printing	58,172	7,380	65,552
Telephone	4,212	96,252	100,464
Miscellaneous	3,459	8,657	12,116
Postage	10,881	21,188	32,069
Accounting	-	13,100	13,100
Equipment maintenance	-	8,536	8,536
Insurance	-	8,092	8,092
	$ 9,179,156	**$ 900,733**	**$ 10,079,889**
Depreciation expense	-	83,756	83,756
	$ 9,179,156	**984,489**	**$ 10,163,645**

INDEPENDENT AUDITOR'S STATEMENT

I have audited the accompanying statement of financial position of National Writing Project (a California not-for-profit organization) as of September 30, 2002, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of National Writing Project as of September 30, 2002, and the changes in its net assets and its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles.

In accordance with Government Auditing Standards, I have also issued my report dated January 13, 2003, on my consideration of National Writing Project's internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of my audit.

James G. Woo, CPA
January 2003

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NWP BOARD OF DIRECTORS

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National Collegiate Athletic Association

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Communications, Agilent Technologies, Inc.

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President, Lehman College, City University of New York

Donald Gallehr
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In our work as evaluators, we see dozens of professional development efforts each year. The NWP is both qualitatively and quantitatively very different from all the other projects we study. For one, the NWP is to our knowledge the largest professional development project in United States history. Our data show that the project has over 12,000 active teacher-consultants who, working in their local schools, are serving close to 100,000 of their peers each year. The NWP is also the most long-standing professional development project in the history of U.S. education, approaching its thirtieth anniversary. Over half of the 175 local sites of the NWP have been in existence for more than fifteen years. Growing sites over this extended period allows for the development of a capacity not known to other professional development projects – capacity to develop effective leadership, to serve teachers throughout their careers, to leverage resources, and to serve schools with greatest need. The scale of the project and its deliberate expansion following a well-tested model has allowed it to develop into a sustainable national network – a national professional development infrastructure, if you will – that supports educational improvement efforts that are responsive to and embedded in their local communities.

Mark St. John, Ph.D.
President, Inverness Research Associates
March 2003

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